DOCUMENT RESUME

ED 210 123 RC 012 963

AUTHOR Lugo, Alfredo Morales, Comp.
TITLE Oregon Title 1-M Early Childhood and Elementary Education Programs.
INSTITUTION Oregon Migrant Education Service Center, Salem.
SPONS AGENCY Oregon State Dept. of Education, Salem. Compensatory Education Section.
PUB DATE Aug 81
NOTE 12p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Basic Skills; Community Services; Early Childhood Education; Elementary Education; English (Second Language); Home Instruction; Individualized Instruction; Learning Activities; Learning Problems; Migrant Children; *Migrant Education; Non English Speaking; Parent Participation; *Preschool Education; *Program Descriptions; *Reading Programs; Second Language Instruction; Skill Development; Spanish Speaking; Tutorial Programs; *Vocabulary Development
IDENTIFIERS ESEA Title I Migrant Programs; *Oregon

ABSTRACT

Brief descriptions of Oregon Title 1-M early childhood and elementary education programs for migrant children from infants to grade 8, along with lists of contact persons for each program, include reading, pre-school skill development, English as a second language, individualized instruction, utilization of community services, and parental involvement. Programs and grade level are listed as: (1) Pre-reading skills (PRS), K-1; (2) Early-In Program, K-1; (3) Curriculum Guide and Activities Manual--A Preschool Program for Migrant Children, preschool-1; (4) Marion ESD (Education Service District) Home-Preschool, 4-5 years/parents; (5) Handbook for Parents Ideas and Activities to Help Children Succeed in School, K-1; (6) Oregon Kindergarten Checklist and Filmstrip Program, K-6; (7) Idea Language Program, K-6; (8) Home Reading Program, K-6; (9) Independence Primary Reading Program, K-6; (10) Individual Basic Skills Program, K-8; (11) Madras Afterschool Reading Program, K-8; (12) Vocabulary Building Fieldtrips Program, K-7; (13) Jackson County General Tutorial Assistance Programs, K-6; (14) Mt. Angel English as a Second Language Program, K-3; (15) Distar Reading I, K-6; (16) Oregon Individual Short-Term Plans, K-6; (17) Project Child, infants through adults; (18) Early Prevention of School Failure Migrant Program for Spanish/English-Speaking Children, K-1; and (19) Project Home Base, 8 months to 4 years. (AW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

OREGON TITLE I-M

Early Childhood and Elementary Education Programs

ED210123

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Funded by
OREGON ESEA
Title I-M Program

Migrant Education Service Center
700 Church St. SE
Administration Bldg. 2nd Floor
Salem, Oregon 97310
Phone: (503) 378-6853

OCT 1981
ERIC/CRESS
RECEIVED

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Alfredo M Lugo

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC 01 29 63

OREGON TITLE I-M EARLY CHILDHOOD AND ELEMENTARY EDUCATION PROGRAMS

Compiled and Edited
by

Alfredo Morales Lugo
Early Childhood and Elementary
Education Specialist

August 1981

Funded by
Oregon ESEA
Title I-M Program

INTRODUCTION

The MESC is pleased to present the first list of its Exemplary Oregon Educational Programs and other programs that have been successful in Title I-M Programs. It is especially significant that almost all of the programs listed and described were developed originally and continue to be operating by local I-M Programs and staff in Oregon.

The MESC is dedicated to help I-M Programs, local school districts, education service districts and state education agencies in their continuing effort to improve educational opportunities for all migrant children.

Each description of a program has been presented in a single format that invites educators to compare and contrast them. Please refer any questions relative to proper adoption and installation procedures to the MESC or the contact persons as listed.

ACKNOWLEDGEMENTS

Many people were extremely helpful in providing information for the development of this manual.

Special thanks are given to the persons listed below for their assistance and moral support.

Sharon Felix	Marion County
Sharon Lohse	Marion County
Carolyn Hansen	Malheur County
Joan Grant Lomax	Benton County
Marsha Smith	Polk County
Peggy Steiner	Polk County
John Little	Marion County
Tina Garcia	Marion County
Stan White	Marion County
Susan Jonsson	Marion County
Bill Savard	Northwest Lab.
Cathy Spencer Aders	Yamhill County
Larry Larsen	Malheur County
Stan Wonderley	Lake County
George Fisher	Polk County
Jose Solano	Washington County
Consuelo Saragoza	Jackson County
Jim Carnes	Hood River
Betty Lugo	Marion County

CONTENTS

1. Pre-Reading Skills (PRS)
2. Early-In Program
3. Curriculum Guide and Activites Manual - A Preschool Program for Migrant Children
4. Marion ESD Home-Preschool
5. Handbook for Parents Ideas and Activities to Help Children Succeed in School
6. Oregon Kindergarten Checklist and Filmstrip Program
7. Idea Language Program
8. Home Reading Program
9. Independence Primary Reading Program
10. Individual Basic Skills
11. Madras Afterschool Reading Program
12. Vocabulary Building Fieldtrips Program
13. Jackson County General Tutorial Assistance Programs
14. Mt. Angel English as a Second Language
15. Distar Reading I
16. Oregon Individual Short Term Plans
17. Project Child
18. Early Prevention of School Failure Migrant Program for Spanish/English-Speaking Children
19. Home Base

OREGON TITLE I-M
EARLY CHILDHOOD AND ELEMENTARY EDUCATION PROGRAMS

Name of Programs

1. Pre-Reading (PRS)

   PRS teaches preschool children five basic skills necessary for learning to read effectively. A Spanish component has been developed to work in conjunction with PRS.

   Grade Level: K-1
   Contact Persons

   1. Sharon Felix
      Gervais Elementary School
      Gervais, OR 97026

   2. Sharon Lohse
      North Santiam Elementary School
      North Santiam, OR

   3. Carolyn Hansen
      Nyssa Elementary School
      Nyssa, OR

2. Early-In Program

   The Early-In Program is a preschool program for selected 4 to 6 year old children who evidence developmental lags or other handicapping conditions. The conditions are identified through a group screening process.

   Grade Level: K-1
   Contact Persons

   1. Joan Grant Lomax
      Route 1, Box 51
      Alsea, OR 97324

   2. Al Lugo
      MESC
      700 Church Street S.E.
      Admin. Bldg., 2nd Floor
      Salem, OR 97310

3. Curriculum Guide and Activities Manual - A Preschool Program for Migrant Children

   This curriculum guide/activities manual has been developed to identify and present, in a developmental sequence, a program for disadvantaged five year-olds. It differs from a traditional kindergarten curriculum because it is designed for high risk children who may have difficulty entering the first grade as six year olds and who have learning needs in the development of academic, social, physical, or conceptual skills.

   Grade Level: Preschool - 1
   Contact Persons

   1. Al Lugo
      MESC
      700 Church Street S.E.
      Admin. Bldg., 2nd Floor
      Salem, OR 97310

   2. Marsha Smith
      Central Preschool
      475 I Street
      Independence, OR 97351

   3. Peggy Steiner
      Central Preschool
      475 I Street
      Independence, OR 97351

Name of Programs

4. Marion ESD Home-Preschool

The Marion ESD Migrant Home-Preschool is designed for four and five year olds and for parents. The classes take place in the homes of the children enrolled on a rotating basis. The child will learn some of the basic skills he/she needs before entering first grade, such as: colors, numbers, alphabet, experience in science and mathematics. The child is instructed in his/her native language and then in English when the child is ready.

Grade Level: 4-5 year olds/Parents
Contact Persons

1. John Little
   Marion County ESD
   3180 Center Street N.E.
   Salem, OR 97301

2. Tina Garcia
   Marion County ESD
   3180 Center Street N.E.
   Salem, OR 97310

3. Stan White
   Marion County ESD Migrant
   Home-Preschool
   1041 N. Boones Ferry Road
   Woodburn, OR 97071

4. Al Lugo
   MESC
   700 Church Street S.E.
   Admin. Bldg., 2nd Floor
   Salem, OR 97310

5. Handbook for Parents Ideas and Activities to Help Children Succeed in School

This handbook was prepared by two first and second grade teachers for the purpose of making parents more aware of simple things they can do to help their child be more successful in school. Suggestions for parents range from helping children be prepared for school by providing adequate school supplies to ideas for games for home and travel. The handbook is available in English and in Spanish.

Grade Level: K-1
Contact Persons

1. Betty Lugo, 1st Grade Teacher
   Gervais Elementary School
   Gervais, OR 97206

2. Susan Jonsson
   1st and 2nd Grade Teacher
   Gervais Elementary
   Gervais, OR 97026

3. Al Lugo
   MESC
   700 Church Street S.E.
   Admin. Bldg., 2nd Floor
   Salem, OR 97310

6. Oregon Kindergarten Checklist and Filmstrip Program

The checklist of skills is a system for evaluating a child's skill level in a few minutes and for keeping track of his/her further progress. It is simply a basic grade-by-grade suggested list of learning needs to be mastered, along with some helpful ideas for supplementing a child's knowledge of important things around him/her. It was specifically designed for non-English speaking students. It also follows the MSRTS skill's list.

Grade Level: K-6
Contact Person

1. Cathy Spencer Aders
   Newberg Elementary School
   Newberg, OR 97310

2. Al Lugo
   MESC
   700 Church Street S.E.
   Admin. Bldg., 2nd Floor
   Salem, OR 97310

Name of Programs

Grade Level: K-6
Contact Person

7. Idea Language Program

The Idea Program has been written in response to needs expressed by teachers for ideas and materials to help non-English speaking students understand and speak the English language. This program give help and support to students and teachers in either a bilingual or an English-as-a-Second Language setting. It is also appropriate for low-language ability children in a special education setting.

1. Malheur County
Migrant Education Program
590 NW 8th Street
Ontario, OR 97914

8. Home Reading Program

Grade Level: K-6
Contact Person

The Home Reading is very simple but successful in getting migrant children to read more books. The basic procedure is to give children books to take home to read and have parents certify that the children have read them.

1. Stan Wonderley
Lake County ESD
118 South "E" Street
Lakeview, OR 97620

9. Independence Primary Reading Program

Grade Level: K-6
Contact Person

This Independence Primary Reading Program is an example of a successful reading program operating in a single location and making use of Individual Short-Term Plan/ Records. It is also an example of a cooperative Title I, Title I-M effort.

1. George Fisher
Central School District 13J
1610 Monmouth Street
Independence, OR 97351

10. Individual Basic Skills

Grade Level: K-8
Contact Person

This component is a successful basic skills program conducted through the use of Individual Short-Term Plan/Records. Instruction is highly individualized and is conducted by I-M aides working under I-M resource teachers.

1. Jose Solano
Washington County ESD
14150 N. Science Park Drive
Portland, OR 97229

11. Madras Afterschool Reading Program

Grade Level: K-8
Contact Person

This program basically consists simply of providing a study space, and minimal supervision and help for migrant children to complete their reading homework assignments.

1. John Trujillo
Jefferson School District 590J
1355 Buff Street
Madras, OR 97741

Name of Programs

Grade Level: K-7
Contact Person

12. Vocabulary Building Fieldtrips Program

1. Larry Larsen
Malheur County
410 NW First Street
Ontario, OR 97914

This program basically involves planning and conducting a mid-week fieldtrip around a set of vocabulary building activities. The first part of the week is devoted to preparation, the part of the week after the trip is devoted to follow-up. The children are pretested on Monday and posttested on Friday with a word list that is directly related to the fieldtrip.

13. Jackson County General Tutorial Assistance

Grade Level: K-6
Contact Person

1. Consuelo Saragoza
Jackson County ESD
101 N. Grape Street
Medford, OR 97501

This is a tutorial program conducted by an itinerant I-M team of a resource teacher, part-time teacher, and two instructional aides. The general procedures used are those associated with the Tutor Request/ Report Evaluation Method. This requires active cooperation and coordination between the itinerant staff and the regular classroom teacher.

14 Mt. Angel English As A Second Language

Grade Level: K-3
Contact Persons

1. John Little or Tina Garcia
Marion County ESD
3180 Center Street N.E.
Salem, OR 97301

This program provides ESL instruction to individual children in three different language groups: Spanish, Russian and Vietnamese. Individual and group instruction was provided by native-speaking aides under the direction of skilled language teacher. Peabody Language Development Kits, Language Master Machines, and teacher-developed materials are used. Evaluation procedures used are by means of the Individual Short-Term Plan/Records.

15. Distar Reading I

Grade Level: K-6
Contact Person

1. Jim Carnes
Hood River School District
P.O. Box 418
Hood River, OR 97031

This is a very simple but successful reading program. It consists of using the well-known pre-packed Distar Reading I-Program.

Name of Programs

16. Oregon Individual Short-Term Plans

One method which appears promising as a means of addressing the active migrant child's individual needs is a technique called Individual Short-Term Plan/Records. In this approach, the teacher assumes that the child will only be available for instruction for a short period of time, generally two to six weeks. After a quick assessment, using whatever information is available, the teacher drafts one or more short-term plans. More than 200 sample plans have been drafted in the following components: Reading, Oral Language and Math.* Each plan addresses a single content area and focuses on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single page form. This is the plan portion of the Plan/Records. The bottom part of the sheet contains a place to record if and when the criterion was met, who attests to this fact, and relevant comments.

*These plans have been developed to aid teachers who are using Short-Term Plan/Records with their Title I-M students in shortening their planning and preparation time.

Grade Level: K-6
Contact Person

1. Al Lugo
MESC
700 Church Street S.E.
Admin. Bldg., 2nd Floor
Salem, OR 97310

17. Project Child

A comprehensive program utilizing and possible community and other resources to help meet physical, emotional, educational, and social needs of migrant farmworker and rural families, infants through adults, day, evenings, and weekends.

Grade Level: Infants through adults of an abilities, English-speaking and Spanish-speaking or French-speaking.

Contact Person

1. Gloria Mattera, Director
Geneseo Migrant Center
State University College
Geneseo, NY 14454
Ph: (716) 245-5681

18. Early Prevention of School Failure Migrant Program for Spanish/English-Speaking Children

A program designed to prevent school failure--adapted for migrant children--through early identification and remediation of development learning dificiencies that could adversely affect later school performance.

Grade Level: K-1
Contact Person

1. Luceille Werner
Peotone School District 207
114 N. Second Street
Peotone, IL 60468
Ph: (812) 258-3478

Name of Programs

Grade Level: 8 months to 4 years

Contact Person

19. Home Base

Project Home Base is aimed at supporting and enhancing the parent teaching/parenting behavior and thereby influencing development of the child's growth/learning potential. The central feature of the project is a weekly home visit by a paraprofessional parent-educator, who gives the parents information about child growth and development, health care, etc., and presents them with a task selected to meet the development of the child. The parents then work with their child on that task during the week.

1. Carol Jackson
Project Home Base
Yakima Public Schools
104 N. Fourth Avenue
Yakima, WA 98902
Ph: (509) 575-3295